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ABSTRACT

The cultural options available to teachers, strategies and techniques dealing with the inclusion of culture in the course, and severe pedagogical and culture-specific sources are discussed here. As a guide toward better understanding and evaluation of cultural options and strategies, twelve student-oriented cultural goals are listed. In order to give some direction toward implementation of these gaols, five basic techniques are described: the culture capsule, the audio-motor unit, the culture assimilator, the cultural minidrama and learning activity packages. In the context of a discussion of the degree to which cultural materials should be integrated with language materials, four approaches are described: designation of specific culture days; the "core plus open time" approach, based on a curriculum model proposed by Lafayette; integrating language into a culture-based course; and integrating culture into a language-based course. Suggestions for implementing the fourth approach are classified and discussed according to traditional course content and skill areas. Finally, an annotated resource list of pedagogical references and textbooks containing cultural components is provided. (AMH)

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LANGUAGE IN EDUCATION:

THEORY & PRACTICE

11 **Teaching Culture: Strategies and Techniques**

Robert C. Lafayette

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LANGUAGE IN EDUCATION: THEORY AND PRACTICE

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TEACHING CULTURE: STRATEGIES AND TECHNIQUES

A cursory examination of the titles of articles appearing in the foreign language education professional literature during the 1970s provides ample evidence that the teaching of culture is assuming an increasingly important role in the foreign language classroom. In spite of this evidence, Jarvis tells us that the average language teacher's commitment to culture has been erratic at best. He bases his conclusion on the fact that teachers are "faced with a numbing overchoice in which aspects of culture to teach, pressed to teach language in less time than seems humanly possible, and poorly assisted by their training and texts."[1] The purpose of this paper is to address these very difficulties: to discuss the cultural options available to teachers, to present various strategies and techniques dealing with the inclusion of culture in the classroom, and to identify several pedagogical and culture-specific sources that might help teachers better accomplish their task.

Selecting Cultural Goals

Because culture can be defined so broadly, it is often difficult for teachers to select those aspects that should be included in the curriculum at various levels of instruction. The choices range from supplying students with clearly identifiable cognitive facts about a culture to bringing about very subtle affective changes in their desire or ability to value people who think, dress, or act differently from themselves. As a guide toward better understanding and evaluation of the choices available, a set of twelve different cultural goals is listed below. Teachers might wish to rank-order these goals and then compare the results with present or potential cultural classroom activities.

1. To recognize and/or interpret major geographical features of the target country (or countries).

2. To recognize and/or interpret major historical events pertaining to the target country.

3. To recognize and/or interpret major aesthetic monuments of the target culture, including architecture, literature, and the arts.

4. To recognize and/or interpret active everyday cultural patterns (e.g., eating, shopping, greeting people).

5. To recognize and/or interpret passive everyday cultural patterns (e.g., marriage customs, education, politics).

6. To act appropriately in everyday situations.

7. To use appropriate common gestures.

8. To evaluate the validity of generalizations about foreign cultures.

9. To develop skills needed to research (i.e., locate and organize information about) culture.

10. To value different peoples and societies.

11. To recognize and/or interpret the culture of foreign language-related ethnic groups in the United States (e.g., Latinos, Franco-Americans).

12. To recognize and/or interpret the culture of additional countries that speak the foreign language (e.g., Canada, Haiti, Chile, Nicaragua).

Upon closer examination, the reader will note that these twelve goals can be grouped under five different categories. Goals (1) through (3) are commonly referred to as "Culture with a capital C" (i.e., geographical, historical, and aesthetic components), and goals (4) through (7) belong to the category of everyday cultural patterns, or "culture with a small c." Students need active cultural knowledge to function in the foreign environment; passive cultural knowledge, on the other hand, improves their understanding of their surroundings but is not necessary for operating in that culture. Goals (8) and (9) deal with the process of studying foreign cultures and are probably most appropriate for teachers and advanced language students. Goal (10) represents the overall affective objective that can be achieved ideally by focusing on one or more of the other twelve goals. Finally, goals (11) and (12) are concerned with the fact that more than one culture may be linked to a specific language, including ethnic populations within the continental United States.

In considering these student-oriented goals, it should be noted that each is important in and of itself and that priorities can only be determined in relation to overall course goals. For example, a course specifically designed to teach reading might wish to emphasize goals (1), (2), (3), and (5), while one designed to prepare individuals for foreign travel might attach greater importance to goals (4), (6), and (7). In addition, for several goals the dis-

tinction is made between the ability to recognize a cultural pattern and the more difficult task of interpreting it. Beginning classes might be limited to the recognition phase, while advanced classes could include analysis as well. Another option might be to require only recognition of the geographic, historical, and aesthetic elements, and both recognition and analysis of everyday components. Numerous possibilities exist; because of these options, teachers should consider seriously the goals of teaching culture prior to designing specific cultural activities for classroom use.

Packaged Techniques for Teaching Culture

During the last ten years, the increasing interest in the teaching of culture and the general lack of appropriate textbook materials have fostered the development of several commonly used teaching techniques. Because these techniques have often been available in packaged form, the tendency has been to use them as supplementary classroom materials. However, with careful selection, the teacher can successfully integrate these materials with individual textbook units. This section will describe and exemplify five of these basic techniques; their integration will be discussed in the section that follows.

Culture Capsule

Originally developed by Taylor and Sorensen,[2] the culture capsule was designed to explain a specific cultural difference between an American and a foreign custom. Using a variety of visual aids and realia, the teacher provides a brief oral explanation of the foreign custom and contrasts it with a related American custom. This is followed by a series of content-related questions and appropriate student activities. Some publishers have produced sets of culture capsules based on this original model and designed for supplementary use (see Resource List). Unfortunately, most of them have been written in English, reinforcing the notion that culture should not necessarily be taught in the target language. The culture capsule need not be limited to oral presentation by the teacher nor restricted to presentation in English. In fact, the example shown below (developed by the author for use in a foreign language methods class) demonstrates how a culture capsule can be individualized and integrated with the teaching of reading and writing.

Identification

Topic: Post Office (Postes, Télégraphes, Téléphones-PTT)
Theme: Communication
Level of Difficulty: Late intermediate or higher

General Objective

To provide students with basic facts about the French "post office"

so that they will be able to compare it with their own description of an American post office.

Specific Objectives

1. Given a brief passage to read, students will answer in writing the four questions that follow the passage. All answers must be complete sentences. A total of three spelling or grammar errors will be permitted, but no content errors will be allowed.

2. Students will write in English a one- or two-paragraph description of an American post office.

3. Students will write a one-paragraph composition describing the role of the post office in the life of an average Frenchman and American. Three spelling or grammar errors will be permitted.

Learning Activities

1. Read carefully the material presented below. Pay special attention to the factual information presented. Look up words only when you absolutely have to!

En France, les communications publiques (postes, télégraphes, téléphones-PTT) font partie du gouvernement. Le ministre des Postes et Télécommunications dirige cette division du gouvernement.

La poste joue un rôle important dans la vie des Français parce qu'on peut y faire beaucoup de choses. Au bureau de poste, les Français, comme les Américains, peuvent (1) acheter des timbres et (2) envoyer et recevoir des lettres, des colis, de l'argent. De plus, les Français peuvent aller au bureau de poste pour (1) envoyer des télégrammes, (2) déposer ou retirer de l'argent à la caisse d'épargne, (3) téléphoner, et (4) recevoir des paiements de la sécurité sociale.

Les Parisiens peuvent aussi envoyer une lettre de type spécial. C'est la lettre pneumatique. Ces lettres traversent Paris dans des tubes à air comprimé qui forment un réseau souterrain d'environ 480 kilomètres. Elles arrivent à leurs destinations dans un délai maximum de trois heures.

La distribution du courrier est faite par le facteur. A Paris le courrier est distribué trois fois par jour. En province la distribution est moins fréquente.

Dans les grandes villes il y a des bureaux de poste dans plusieurs quartiers et ils sont ouverts de 9h. à 19h. sans interruption. Dans les villages les PTTs sont souvent fermés entre midi et 14h. A Paris il y a certains bureaux de poste qui sont ouverts 24 heures par jour pour téléphoner ou pour envoyer des télégrammes.

2. Read the following questions based on the above reading. Answer in writing using complete sentences.

a. Qui contrôle les communications publiques en France?

b. Est-ce que le bureau de poste français s'occupe seulement de timbres, de lettres et de colis?

c. Qu'est-ce que c'est qu'une lettre pneumatique?

d. A quelle heure les PTTs sont-ils ouverts dans les grandes villes? dans les villages?

3. Submit your answers to your teacher. If there are content errors or more than three spelling or grammar errors, your teacher will prescribe corrective procedures. If the teacher informs you of satisfactory completion, go on to Step (4).

4. Write in English a one- or two-paragraph description of an American post office. Make believe that you are writing this for a foreigner and include what an American usually does at the post office.

5. Write a one-paragraph answer in French to the question below. Use the reading on the French post office and your description of the American one for background information. No more than three spelling or grammar errors will be permitted.

> Le bureau de poste est-il plus important dans la vie du Français ou dans la vie de l'Américain? Pourquoi?

6. Submit items (4) and (5) to your teacher. If the information presented is incorrect or if you have made more than three spelling or grammar errors, corrective procedures will be prescribed. If your teacher informs you of satisfactory completion, you may go on to the next step in the course.

Note: The French passage presented here is an adaptation of materials developed for a minicourse at Waukesha High School in Waukesha, Wisconsin.

Audio-Motor Unit

The audio-motor unit is designed primarily to teach listening comprehension. It consists of a series of oral commands to which students are instructed to react physically. When the commands contain culturally related material, this highly motivating technique immediately demonstrates the cultural phenomena through the physical responses. The Spanish example shown below, taken from an article by Kalivoda, Morain and Elkins,[3] illustrates four

characteristics of Spanish table manners: the manner of eating meat, the position of the hands when not in use, the role of wine at mealtime, and the manner of eating bread.

You are at a restaurant.	Estás en un restaurante.
Pick up your napkin.	Coge la servilleta.
Unfold it.	Desdóblala.
Put it on your lap.	Ponla sobre las piernas.
Pick up your fork in your left hand.	Coge el tenedor con la mano izquierda.
Pick up your knife in your right hand.	Coge el cuchillo con la mano derecha.
Cut a piece of meat.	Corta un trozo de carne.
Put it in your mouth.	Ponlo en la boca.
Chew it.	Mastícalo.
Swallow it.	Trágalo.
Put down your knife and fork.	Deja en el plato el tenedor y el cuchillo.
Leave your hands on the table.	Deja las manos en la mesa.
Pour a glass of wine.	Sírvete un vaso de vino.
Take a sip.	Bebe un poco.
You want some bread. Break off a piece.	Quieres pan. Parte un trozo.
Eat it.	Cómelo.
Pick up the bill.	Coge la cuenta.
Look at it.	Mírala.
Take out your wallet.	Saca tu billetera.
Pay the bill.	Paga la cuenta.
Leave a tip.	Deja una propina.
Leave the restaurant.	Sal del restaurante.

Culture Assimilator

Based on modified programming and critical incident techniques, culture assimilators provide an excellent self-instructional source for learning cultural concepts. Each episode consists of an incident (presented in narrative or dialogue format) in which an American comes face to face with a conflict in the target culture. After reading the episode, students select one of four possible explanations. Each choice is accompanied by appropriate feedback. The sample episode included here is part of an assimilator entitled "Mary's First Schoolday in Paris" and was developed by Andrea Lepeyre in a graduate methods course at Indiana University.[4] The reader should note that even the feedback for the wrong choices provides interesting cultural information.

Taking the Bus

After breakfast, Mary leaves the apartment and crosses the street to wait at the bus stop that Madame Dupont showed her the

previous evening. The bus arrives and Mary gets on. She takes out the ticket that Madame Dupont gave her, inserts it in the machine next to the driver in order to validate it and goes to her seat. After the bus has made about ten stops, a ticket controller gets on the bus and asks to see the passengers' tickets. When he gets to Mary, she shows her ticket; after examining it for a minute and asking at what stop she got on the bus, the controller starts writing out a summons saying that Mary will have to pay a fine. Mary protests, saying that she has her ticket, but the controller gives her the summons anyway.

Why did the ticket controller make Mary pay a fine?

1. Mary's ticket was for the subway.

2. Mary had not paid enough for her trip.

3. Mary had used a second-class ticket and was riding a first-class bus.

4. Mary's ticket had not been punched by the bus driver.

Feedback: [*These feedback paragraphs are not usually located immediately following the episode.*]

1. This is very unlikely, since tickets for the bus and for the subway are the same in Paris. One may buy single tickets or a carnet (booklet of ten tickets). The cost per ticket is substantially less when bought in a carnet.

2. This is the correct reason. Although Mary had a ticket and had inserted it in the machine for validation, she did not realize that the bus routes in Paris are divided into sections that usually contain about six stops each, and that when one rides from a stop in one section to a stop in another section, two tickets must be used. Two tickets is the most one must pay for any trip, and one can travel from one side of Paris to another for two tickets. However, one may ride anywhere in Paris by subway for one ticket, including any number of transfers.

3. This is impossible, because one uses only second-class tickets in Parisian buses. There are no first- or second-class buses. First-class tickets are used only in the subway, where there is one first-class car in each subway train. The first-class car is usually less crowded and more comfortable, is always located in the middle of the train, and is always a different color from the second-class cars. First-class tickets cost almost twice as much as second-class tickets.

4. This answer is incorrect, because Mary had inserted her ticket in the automatic validation machine when she got on the bus. Up until two or three years ago, each bus had a driver and a controlleur who took the tickets and punched them manually. The same was true in the subway where a poinçonneur punched each ticket at the entrance to the platform. However, in the new buses there is, next to the driver, a machine into which one inserts one's ticket when getting on the bus. The machine imprints the date, time, and the stop at which the passenger boarded the bus. This makes it easier to spot-check the passengers to be sure they have paid or that they have not used an old ticket for a second time.

Cultural Minidrama

Using critical incident techniques similar to the culture assimilator, the minidrama presents an example of a miscommunication in the form of a dramatization. This is followed by teacher-led discussion to help students discover the cause of the miscommunication. Minidramas provide an excellent opportunity for student participation not only through the attempt to solve the problem but also through staging the dramatization. The example shown below is an abbreviated adaptation of a minidrama found in Seelye's Teaching Culture.[5]

Narrator: Two young American students, Cindy and Debbie, are in Cannes for their summer vacation. They pass an open-air market where farmers are selling their fruits and vegetables.

Cindy: It's so hot! I'm thirsty! Look at that table of fruit over there...the one where the fat woman is sitting.

Debbie: She has some beautiful peaches. Let's go over and take a look at them.

Cindy: You're right, those are nice peaches. (She starts to pick out the peaches she wants to buy.) Let's take this one and the one over there....

Vendor: (sarcastically) Eh bien, mesdemoiselles, you're planning to buy the whole tableful?

Debbie: (whispers to Cindy) Is she ever rude! I wonder what her problem is! Probably had a fight with her husband this morning.

(Teacher leads class discussion helping students discover that in France one does not touch the fruit in a display. The vendors

select the fruit for you since they have spent much time arranging it.)

Learning Activity Packages

Originally designed as self-instructional units for individualized programs, learning activity packages (LAPs) are by no means limited to the teaching of culture. However, they can be developed easily to teach culture in both traditional and individualized programs. In the former, they can provide an excellent source of supplementary materials for those students who learn more rapidly than the rest of the class. Each LAP usually consists of a set of instructions for teacher and students, a set of objectives, a pre-test, several learning activities, self-tests, and a post-test. Due to the length of a typical LAP, it is impossible to include an example here; however, the reader is directed to excellent units by Carlile[6] and Kirchner[7] and to two exciting German units by Witte and by Hunt-Smith et al.[8]

Strategies for Teaching Culture

The basic curricular issue in cross-cultural education is the degree to which cultural information should be integrated with language materials. Although the majority of writers suggest a high degree of integration, many teachers are of the opinion that culture is a secondary goal and should not be permitted to interfere with basic language instruction. Whatever the priorities, all cultural instruction should be guided by two basic instructional principles. First, cultural learning activities should be planned as carefully as language learning activities. This prevents an erratic and "off the top of the head" approach and enables the teacher to allocate to culture the desired degree of importance. Second, culture components should be tested as rigorously as language components, lest students assume that cultural knowledge has little or no impact on grades and consequently is not worthy of their attention in or out of the classroom. An excellent source of ideas and techniques for testing culture is Valette's Modern Language Testing.[9]

Designating Specific Culture Days

Probably the least complicated approach to including culture in the curriculum is to designate specific days for its teaching. This approach is often used by teachers who attach less importance to culture or those who have to rely heavily on supplementary materials because their textbooks lack sufficient cultural materials. The selection of these special days should not be limited to Fridays or pre-vacation days, as this practice reinforces the notion of culture as an afterthought. When carefully planned, this approach can provide students with meaningful cultural experiences. The following suggestions are offered as guidelines:

- When making long-range plans, teachers should determine the approximate amount of time or number of days to be spent on culture. On the basis of student interest and the availability of materials, they should then identify the most important topics to be covered.

- An attempt should be made to present the topics in conjunction with related thematic units and/or closely related vocabulary and grammar content. For example, shopping habits might be discussed following a unit that introduces clothing vocabulary, or the metric system examined following a unit in which numbers are taught.

- Cultural presentations should not be limited to the lecture method. Selected use of the aforementioned audio-motor units and minidramas can provide students with more opportunities for participation. In fact, both techniques can serve as highly motivating introductions to specific cultural topics. The restaurant audio-motor unit outlined earlier, for example, constitutes an excellent introductory activity to a discussion of Spanish eating habits.

- Culture should not be treated exclusively in English. A concerted effort should be made to include at least a modicum of target language cultural activities.

- Although learning activity packages are designed primarily for self-instruction, many of them include interesting activities that can easily be adapted to whole-class instruction. These units also contain ready-made evaluation instruments that can be adapted for use in traditional classroom settings.

- In order to increase student participation, consideration should be given to the use of small-group instruction. Culture capsules, for example, might be assigned to different groups whose task would be to prepare a brief critical incident in narrative or drama form illustrating the specific cultural difference.

- Many cultural topics lend themselves readily to role playing and/or simulation. One such example is the *Market*[10] game, originally developed for middle grade social studies classes and adapted for French and Spanish classes.[11]

"Core Plus Open Time" Approach

Another non-integrated approach to teaching culture would be to use a variation of the curriculum model proposed by Lafayette.[12] Based on the assumption that in most cases the number of lessons prescribed for any given course is successfully completed only by a few teachers and select students, the model calls for the identification of a core of minimum essential materials that all students must master.

CURRICULUM MODEL

<table>
<tr><td rowspan="3">C</td><td rowspan="3">O</td><td rowspan="3">R</td><td rowspan="3">E</td><td rowspan="3">DIAGNOSIS</td><td>Reinforcement</td></tr>
<tr><td>OPEN TIME</td></tr>
<tr><td>Enrichment</td></tr>
</table>

As shown in the above model, a block of time remains open that can be devoted to reinforcement for students who need additional time to reach core proficiency. These students are identified during diagnostic phases throughout the core development. This model might be applied to each semester, to each grading period, or to each textbook unit.

Because the model merely provides a form into which content is inserted, it is applicable to courses where language is a primary goal and culture supplementary, as well as to courses with opposite priorities. In the former case, teachers identify the basic elements of grammar and vocabulary that constitute the core. At the end of each unit they evaluate progress with traditional testing procedures. Two or three days of open time are then allocated to cultural enrichment activities for those students who have already reached core proficiency and language reinforcement activities for those students who have not. Since the latter students are likely to be in need of teacher attention and the former likely to be more adept at self- or small-group instruction, the enrichment activities are designed primarily in an individualized mode. Suggested activities include the individualized culture capsules and the learning activity packages described earlier. Also appropriate are the supplementary cultural readers appearing in increasing numbers on the market, or the short readings found in many textbooks. A final suggestion would be to build activities around foreign newspapers and magazines or use materials already available (see Resource List).

In courses where culture is emphasized more than grammar, the core might consist of cultural information and culturally related conversational activities. In such a situation, enrichment activities could include the learning and application of specific grammar rules.

Integrating Language into a Culture-Based Course

The most frequently suggested approach to the teaching of culture in American foreign language programs calls for a maximum degree of

integration of linguistic and cultural topics. Currently, this is most often implemented by integrating culture into a language-based textbook, that is, the text is based primarily on language features, and a variety of cultural information and activities are added. However, there are a small number of programs based on specific cultural themes to which are added the grammar and vocabulary necessary for linguistic implementation. Since the latter implies a non-traditional approach to teaching grammar and vocabulary, there are very few materials available for such courses. However, an excellent example of a culture-based program, including sample units in French, German, Italian and Spanish, can be found in the 1975 Report of the Northeast Conference.[13] Shopping is the theme of each of these four units, and in each case the vocabulary and grammatical structures lend themselves to this theme. The closest approximation of this approach in textbook form is the very recent German text, Unsere Freunde.[14]

Integrating Culture into a Language-Based Course

Although this approach is most practical from the point of view of available materials and teacher training, the fact that only a limited number of language-based texts successfully integrate cultural components suggests that the task is not an easy one. Teachers who attach a high degree of importance to cultural education, however, may find that many of the ideas and activities suggested below are well worth the additional time and effort involved. No doubt many of these suggestions are already being implemented in some texts. The teacher's responsibility is to implement those with the greatest potential impact. In order to facilitate appraisal, the suggestions are classified according to traditional course content and skill areas.

Integrating Culture and Introductory Materials. Most recent textbooks no longer limit introductory materials or lessons to the dialogue format of audiolingual vintage; instead, they use a variety of forms, including dialogues, narrative readings, letters, poems, etc. Although some texts supplement introductory materials with cultural notes, the above change does not necessarily ensure integration of cultural materials. In fact, even the presence of such materials is no guarantee of their implementation. Countless dialogues in the audiolingual texts incorporated cultural elements, but the dialogues were often used solely for linguistic purposes. In fostering greater integration, it is important to realize that introductory materials can be a source of cultural learning as well as language learning. The following suggestions may help facilitate the task of achieving both these goals:

- Carefully examine the materials to identify what cultural features, if any, are included. Non-native teachers may wish to seek the help of native informants, especially if the material is not accompanied by cultural notes.

- Prepare at least a one-sentence statement concerning each separate cultural element and plan to use it, if only as an aside, in the introduction of these materials.

- Identify at least one supplementary source where you or an inquisitive student might find additional material on the topic.

- Determine if a textbook photograph illustrates the feature and plan a specific activity relating the illustration to the introductory materials.

- Include at least one culturally related activity or exercise to accompany the factual questions that normally follow such material. For example, students might be asked to rewrite in English certain dialogues, making sure that the dialogues reflect American cultural behavior rather than foreign cultural patterns.

Teachers with culture-poor textbooks would do well to put the above information on cards or in a notebook, thereby creating the nucleus of a cultural guide for each unit.

Integrating Culture and Vocabulary. Since vocabulary is often taught in isolation, the teacher needs to do two things to ensure that integration takes place. First, each word should be placed in a meaningful language context; second, attention should be paid to its cultural connotation within that context. The French adjective petit, for example, would normally mean "small"; however, it often connotes endearment in certain contexts (ma petite amie is properly translated as "my girl friend"). In order to introduce a greater degree of integration between culture and vocabulary learning, the teacher might wish to consider any or all of the following ideas:

- Accompany the introduction and drill of vocabulary items by appropriate visuals selected from target language sources. The English words "bread" and "house" do not necessarily have identical cultural referents in other countries.

- Group vocabulary items in culture-related clusters. This provides an opportunity to discuss a culture point or to reinforce one that has been presented along with the introductory materials. For example, instead of grouping all food vocabulary, it would be advantageous to separate the items into subgroups according to what people might eat at breakfast, lunch, dinner, or for an after-school snack. Another possibility would be to group the words in the same way that one might order them in a café as opposed to a restaurant. Below are samples of exercises using such clusters:

  At breakfast I eat cereal (eggs, toast, doughnuts, etc.).
  At lunch I eat a sandwich (Big Mac, hot dog, apple, etc.).
  At dinner I eat meat (potatoes, peas, carrots, bread, etc.).

Another example would be to practice numbers by reading telephone numbers aloud in the proper foreign cadence.

- Identify and explain words that might have specific cultural meanings in certain contexts, or words that have English cognates but whose meanings are not culturally similar (e.g., salle de bain is commonly translated as "bathroom"; however, if sent there, an American in France might find only a bathtub). In Spanish, the diminutive probably connotes endearment just as often as it does smallness.

- Prepare, for use by students interested in specific cultural items, supplementary sets of vocabulary related to the basic clusters introduced in each unit. Basic leisure activity vocabulary might be supplemented by separate, more specific sets related to each activity (for example, movies: documentary, cartoon, spy; concerts: types of concerts and names of famous concert halls; sports: names of positions played).

Integrating Culture and Grammar. When teaching grammar, the instructor is usually so intent on the linguistic element at hand that little thought is given to including possible cultural components in such activities. In the case of many grammatical components, this can be rectified by placing at least one drill in a cultural context. A few specific examples follow:

- The partitive in French is commonly used with food vocabulary. The drill included in the vocabulary section above could just as easily be used to drill the partitive, and it would have the added advantage of reinforcing cultural information.

- As an addition to the usual visual clock drills used in teaching time, drills could be constructed in which the students indicate the normal time of daily events.

  Normally we have lunch (breakfast, snack, dinner) at noon (7:30, 3:30, 6:00).

  Dad gets home from work at _____.

  Mom gets home from work at _____.

  Jim gets home from high school at _____.

  Mary gets home from kindergarten at _____.

  Normally we get up at _____. But on Sundays we get up at _____, go to church at _____, and usually have brunch at _____ with family friends.

- Culturally oriented audio-motor units can serve as excellent drills for understanding and giving commands.

Integrating Culture and Communication. Obviously the greatest need for the integration of language and culture is in the area of communication. Although language may be the medium, culture is the message. In constructing communication activities, it is not only important that students be able to use correct linguistic elements but also that they use them at the proper time, in the proper place, and in the proper company. Students may very well attain a perfect score on a test of formal and familiar verb forms; however, such a score is of little use if they address the local pastor with the wrong form. The suggestions included below by no means exhaust the numerous activities available for integrating culture and communication; rather, they provide a base upon which other related activities can be built.

- For listening comprehension purposes, make frequent use of cultural audio-motor units and culture capsules recorded on cassette tapes.

- Carefully examine textbook dialogues to determine if open-ended activities might be constructed by simply changing one or two elements. A sample textbook dialogue might read as follows:

  Peter: What are you doing this weekend?

  Jane: I am going to visit Versailles with my parents.

  Peter: How do you plan to get there?

  Jane: We are taking a train from the Gare St. Lazare Sunday morning and returning in the evening.

  By changing the place to be visited, Jane's second response could be left open for the student to complete. The student would have to know where the place was located and how to get there.

- Ask students to construct and act out dialogues containing a minimum number of words selected from the vocabulary clusters mentioned earlier.

- Have students conduct interviews with a native informant or question you or other students playing the role of natives. Sets of questions could be prepared for various cultural points. For instance, an interview with questions designed to discover the characteristics of a home or apartment could bring out important differences between the native and target cultures. An interview aimed at learning about shopping habits and conducted with both urban and rural informants might uncover different habits within the same culture.

- Plan to include one or more culminating activities in each unit. The purpose of these activities is to put to use as much of

the linguistic and cultural content of the lesson as possible in a meaningful and culturally accurate context. Such activities may take up an entire class period (e.g., the *Market* game mentioned earlier or shopping in the "classroom" department store, where students serve as clerks and clients). Culminating activities may also include participation in brief role-playing situations. For example:

- You are a 16-year-old girl who has been given money to purchase a complete outfit. However, the clothes must be appropriate to attend Sunday Mass in a small provincial village. Go to your teacher, who is playing the role of the owner of a boutique, and make your purchases.

- You wish to purchase a book, a record, stationery, and stamps for yourself. Your mother has asked you to pick up some bread and cold ham slices on your way home. There are several store signs on your teacher's desk. When you approach the desk, pick out the appropriate sign and purchase the necessary items. Repeat this procedure until you have acquired everything mentioned above.

Integrating Culture and Reading. Preliminary analysis of the task of combining culture and reading suggests that it is the simplest to accomplish, since all that is required is to select readings with cultural content. Although this is partially true, the teacher must see that the passages are read for cultural as well as for linguistic content. Far too many cultural selections are read only for translation purposes, and students can often complete the accompanying exercises without even understanding the content of the text. In all the suggestions made below, it is emphasized that the teacher should assure the presence of a culturally related activity in addition to the common question-answer exercises that often follow reading passages.

- Refrain from bypassing the cultural narratives that many textbooks identify as optional. Usually these readings are closely related to lesson themes and can serve as a final activity for the unit.

- Examine the books suggested in the Resource List accompanying this paper and identify readings that are related to specific lessons in the text you are using. Include at least one such reading in each of the unit plans and offer others as potential supplementary activities.

- Make use of discrimination activities, as suggested by Casteel and Williford.[15] In these activities, the teacher identifies for the students three different cultural concepts. Students are then given three episodes to read, after which they must match the episodes to the concepts. A more difficult assignment

would be to withhold the concepts and ask students to formulate them after having read the episodes.

- Consider partially individualizing the cultural reading component of the course. Because there are numerous supplementary reading materials in existence, individualizing this component would permit the inclusion of cultural readings on similar topics at different levels of difficulty. In transforming the readings into self-instructional units, the teacher could follow or adapt the model presented in the individualized culture capsule illustrated earlier.

Integrating Culture and Writing. The writing skill offers an excellent opportunity for integrating language and culture, because it can be controlled at various levels of difficulty. Two reservations are in order, however. First, the teacher should be cautious about making too many open-ended writing assignments (e.g., write a one-page composition on Spanish eating habits), lest students get into the habit of fulfilling the assignments by composing sophisticated English essays that are then beyond their abilities to translate. Second, integrated writing assignments should be evaluated for cultural as well as linguistic content, thereby encouraging adequate student attention to both components. Suggestions for integrating culture and writing include the following:

- Teach students to write personal and commercial letters, and have them write actual letters to individuals or companies in the foreign country. Letters to pen-pals could be structured by identifying the type of information sought on specific cultural topics. Letters soliciting information from hotels or travel agencies might first require the planning of a trip to a foreign country. Teachers planning such activities should consult letter-writing manuals.[16,17]

- Give the students one or more cultural generalizations and ask them to write sample statements illustrating the concept.

  Generalization: In Latin American countries, schedules are followed much less strictly than in the United States.

  Potential student answers: 1. An individual with a 10 a.m. business appointment in Mexico City should not expect to be seen precisely at that time. 2. A person in Puerto Rico arriving at 8 p.m. for a party scheduled at that time might find the hostess taking a bath.

  Generalization: The annual vacation is a sacred element in the life of the French.

  Potential student answers: 1. French workers are guaranteed one month's vacation per year, usually taken in July or

August. 2. Families begin planning the next year's vacation immediately upon returning from their latest one. 3. Paris in August is virtually empty of native inhabitants.

- Prepare short, incomplete narratives describing the initial phases of a cultural episode. On the basis of the information presented and their own cultural knowledge, students complete the narrative.

  Teacher segment: It is a Monday night in Paris during the summer. Mike and Sally Jones, two Americans visiting Paris, are sitting at a café planning their next day's visit to the Louvre. Having determined exactly how to get there by Metro and which parts of the Louvre to visit, they return to their hotel near the Tour Montparnasse for a good night's sleep. The following morning...

  Potential student answer: The following morning Mike and Sally sleep late and have a leisurely breakfast in their hotel room. At ten o'clock they go to the Montparnasse-Bienvenue Metro Station and take the Porte de la Chapelle line to the Concorde stop where they transfer to the Château de Vincennes line that takes them to the Louvre Station. When they arrive at the museum, they are disappointed to learn that--like most museums in Paris--the Louvre is closed on Tuesdays. Therefore, they sit down in the nearby Jardin des Tuileries to discuss how they will now spend this unexpected free day.

- Assign guided compositions not only on target culture topics but also on American counterpart behavior. The latter improves awareness of one's own culture and may lead to a greater understanding and acceptance of the target culture.

  Write a brief composition that includes the following: What, when, and where a bank secretary might eat at lunchtime in a small provincial French town, in Paris, in a small American town, and in New York City or Chicago.

Integrating Illustrations and Culture. Most modern-day textbooks include attractive photographs taken in the target countries as well as illustrations of a variety of realia. Unfortunately, these pictures are often not even mentioned in class, nor are they used as a base for culturally related activities. An excellent approach for fostering increased integration of these elements is to employ a basic set of questions for each illustration. The questions suggested here are grouped into three categories, and although they tend to be open, it would be simple to restructure them into more specific closed questions for use with beginning classes and/or slower students.

Description: What do you see in this picture?
Can you describe some of the items?
What are people doing?
How are they dressed?

Information Gathering: Can you tell where or when this picture was taken?

Do some of the objects or places in this picture have historical significance?

Does the picture tell you anything special about life in this country?

Does the picture portray a certain segment of society in this country?

Is the picture of a general or specific nature? Could a similar picture have been taken in other parts of this country?

Comparison: What makes this picture German, if anything?

Could a similar picture have been taken in the United States? Where? If not, why?

Where would you go in the United States to take a picture of contrasting cultural habits?

Conclusion

The purpose of this paper has not been to praise the virtues of culture and mandate its extensive inclusion in the foreign language curriculum. Rather it has been to discuss the goals, curricular strategies, and classroom techniques available for teachers to consider. Teachers who do not claim culture as a goal cannot be criticized for not including it in the curriculum. However, those who believe in the importance of cross-cultural learning as a part of language instruction and who state this in their objectives must take steps to achieve and evaluate these goals. Classroom activities should be congruent with goal statements; fostering understanding of the foreign culture must go beyond learning to spell the name of the country correctly. We hope that the suggestions presented here will not only increase interest in teaching culture but will also facilitate the task in the classroom.

SELECTED RESOURCE LIST

Pedagogical Books

Lafayette, Robert C., ed. 1975. The culture revolution in foreign language teaching. Skokie, Ill.: National Textbook Company.

Seelye, H. Ned. 1974. Teaching culture: strategies for foreign language educators. Skokie, Ill.: National Textbook Company.

Valette, Rebecca M. 1977. Modern language testing. 2nd ed. New York: Harcourt Brace Jovanovich.

This book includes a chapter on testing culture.

Note: It is impossible to list the countless excellent articles on the teaching of culture that have appeared in the professional literature. For further information, the reader is directed to the ACTFL Annual Bibliographies and the ERIC system.

ACTFL Foreign Language Education Series

Four of the nine volumes published to date include chapters on cross-cultural teaching.

Jarvis, Donald K. 1977. Making crosscultural connections. In The language connection, June K. Phillips, ed. ACTFL Foreign Language Education Series, Volume 9. Skokie, Ill.: National Textbook Company, 151-77.

Morain, Genelle G. 1971. Cultural pluralism. In Pluralism in foreign language education, Dale L. Lange, ed. ACTFL Foreign Language Education Series, Volume 3. Skokie, Ill.: National Textbook Company, 59-96.

Nostrand, Howard L. 1974. Empathy for a second culture: motivations and techniques. In Responding to new realities, Gilbert A. Jarvis, ed. ACTFL Foreign Language Education Series, Volume 5. Skokie, Ill.: National Textbook Company, 263-328.

Seelye, H. Ned. 1968. Analysis and teaching of the cross-cultural context. In Foreign language education: an overview, Emma M. Birkmaier, ed. ACTFL Foreign Language Education Series, Volume 1. Skokie, Ill.: National Textbook Company, 37-82.

Standard Beginning-Level Textbooks

The increasing interest in the teaching of culture has given rise to much more fully developed cultural components in textbooks. Although the list below is not all-inclusive, it contains those texts that the author considers to have made the greatest contribution toward the teaching of culture. Only beginning-level textbooks are cited; all these publishers offer a comparably developed intermediate-level text.

French

Coulombe, Roger. 1974. Voix et visages de la France. Chicago: Rand McNally.

Each unit includes a section entitled "Chez les Français," which is an integrated presentation of the cultural features found in the unit dialogues and reading texts. The intermediate-level text, Voix et visages du monde français, includes lengthy segments devoted to the contemporary culture of several French-speaking countries.

Valdman, Albert, Guy MacMillin, Marcel LaVergne and Simon Belasco. 1977. Son et Sens. Glenview, Ill.: Scott, Foresman.

There are no separate cultural sections, but the French way of life and French attitudes and customs are central to the book, pervading the dialogues, the readings, the line drawings and photographs, and many of the exercises. The student text includes extensive notes explaining various cultural features. The teacher's edition contains a "Cultural Supplement" that provides the teacher with a wealth of additional cultural information neatly correlated to specific items in each lesson.

Valette, Jean-Paul and Rebecca M. Valette. 1975. French for mastery I. Lexington, Mass.: D. C. Heath.

The cultural material is contained in the "Notes culturelles" of individual modules (five per lesson), in four separate illustrated sections entitled "Images de la France," and in the sections of the workbook entitled "Recréation culturelle." The last

includes suggestions for realia as well as notes and student activities. The introductory material for each module is highly culturally oriented.

German

Moeller, Jack, Helmut Ludloff, Alfred Hoelzel, Robert Simmons and Elfi Tangert. 1976. German today, one. Rev. ed. Boston: Houghton Mifflin.

Each unit contains brief separate cultural notes related to the language material presented. In addition, six of the sixteen units include cultural readings in German on topics related to the theme of the core material.

Winkler, George. 1978. Unsere Freunde. New York: Harcourt Brace Jovanovich.

A highly integrated language and culture text that devotes at least equal attention to the cultural component. Also provides an unusually large number of culturally oriented color photographs and illustrations that play an essential part in each lesson. In addition, the book includes four eight-page cultural photo essays, scattered culture notes, and, beginning with Unit 7, optional cultural readings in German. A section of the teacher's edition includes additional cultural information for each unit and makes interesting suggestions for its teaching.

Spanish

Bull, William, Laurel A. Briscoe, Enrique E. Lamadrid, Carl Dellaccio and Margaret J. Brown. 1972. Spanish for communication. Boston: Houghton Mifflin.

Although this text does not integrate culture in a highly visible manner, it includes a large number of separate cultural notes called "Etapas," which present excellent contrasts between life in the United States and in Spanish-speaking areas.

DaSilva, Zenia Sacks. 1975. Usted y Yo. New York: Macmillan.

Culture is cleverly woven into "Escenas de la vida," a section of each lesson where situations are presented in which language can be experienced in action. In addition, each lesson contains an optional segment entitled "Notes hispanicas"--short readings in Spanish that portray daily life in Spain and Latin America.

Griffith, Paul, Sandra Briggs, Eduardo Neole-Silva and Robert L. Nicholas. 1978. Churros y chocolate. Glenview, Ill.: Scott, Foresman.

This text offers dialogues with cultural notes in odd-numbered lessons, and readings in Spanish also accompanied by English cultural notes in even-numbered ones. The teacher's edition includes an excellent cultural supplement correlated to specific items in the lessons.

Language-Specific Supplementary Cultural Sources

French

Bourque, Jane M. 1973. The French teenager. Detroit: Advancement Press of America.

Jarvis, Gilbert A., Thérèse M. Bonin, Donald E. Corbin and Diane W. Birckbichler. 1976. Connaître et se connaître. New York: Holt, Rinehart and Winston.

A basic reader in which each selection is followed by cultural notes and related activities.

Jorstad, Helen L. 1976. The magazine. Skokie, Ill.: National Textbook Company.

Materials for duplication from French magazines; accompanied by appropriate cultural exercises.

Ladu, Tora T. 1974. What makes the French French. Detroit: Advancement Press of America.

Written entirely in English, this book gives information on formal and everyday French culture.

Levno, Arley W. 1977. Rencontres culturelles. Skokie, Ill.: National Textbook Company.

Fifty minidramas portraying a cultural conflict between an American and a French person. Student activities that follow are in the form of cultural assimilators.

Miller, Dale. 1974. USA-France culture capsules. Salt Lake City: Culture Contrasts Company.

Fifty capsules entirely in English with pedagogical suggestions.

Schulz, Renate A. 1976. The newspaper: French mini-culture unit. Skokie, Ill.: National Textbook Company.

Same as Jorstad but uses newspaper sources.

Wylie, Lawrence and Armand Begue. 1970. Les Français. Englewood Cliffs, N.J.: Prentice Hall.

Cultural information in French for teacher use.

German

Burmeister, Irmgard, ed. 1970. These strange German ways. Hamburg: Atlantik Brücke.

Excellent source in English for information on everyday German culture.

Drath, Viola H. and Otto G. Graf. 1969. Typisch deutsch? Rev. ed. New York: Holt, Rinehart and Winston.

Pindur, Nancy. 1974. The German teenager in profile. Detroit: Advancement Pres of America.

Information in English about German teenage life.

Rogers, R. Max and Arthur R. Watkins. 1973. Instructor's manual for German through conversational patterns. New York: Dodd, Mead.

Contains 93 culture capsules written in German.

Schulz, Renate A., R. Burkey, M. Morris and U. Vogel. 1978. Lesen, lachen, lernen. New York: Holt, Rinehart and Winston.

A basic reader similar to the Jarvis et al. text in French.

Spanish

Bourque, Jane, E. Allen and S. Briggs. 1974. The Spanish teenager. Detroit: Advancement Press of America.

Gordon, Raymond L. Living in Latin America: a case study of cross-cultural communication. 1974. Skokie, Ill.: National Textbook Company.

Hatton, Robert W. and Gordon L. Jackson. 1974. The bullfight. Detroit: Advancement Press of America.

Knorre, Martha L., J. Lett, Jr., W. F. Ratliff, P. Boylan and A. Pardo. 1977. Cara a cara. New York: Holt, Rinehart and Winston.

A basic reader similar to the Jarvis et al. text in French.

Ladu, Tora T. 1975. What makes the Spanish Spanish. Detroit: Advancement Press of America.

Miller, J. Dale and Russell H. Bishop. USA-Mexico culture capsules. 1974. Salt Lake City: Culture Contrasts Company.

Seelye, H. Ned and Lawrence Day. 1975. The newspaper: Spanish mini-culture unit. Skokie, Ill.: National Textbook Company.

Materials for duplication; similar to French book by same name.

Snyder, Barbara. Encuentros culturales. 1975. Skokie, Ill.: National Textbook Company. (See Rencontres culturelles in French section.)

FOOTNOTES

1. Donald K. Jarvis, Making crosscultural connections, in The Language Connection, ed. June K. Phillips, ACTFL Foreign Language Education Series, Volume 9 (Skokie, Ill.: National Textbook Company, 1977), 151.

2. H. Darrel Taylor and John L. Sorenson, Culture capsules, Modern Language Journal 45 (December 1961), 350-54.

3. Theodore B. Kalivoda, Genelle Morain and Robert J. Elkins, The audio-motor unit: a listening comprehension strategy that works, Foreign Language Annals 4 (May 1971), 392-400.

4. This culture assimilator plus several other ready-made classroom materials are available from Lorraine A. Strasheim, Coordinator for School Foreign Languages, M21 Memorial East, Indiana University, Bloomington, IN 47401. (Also available through the ERIC system, ED 121 105.)[1]

5. H. Ned Seelye, Teaching culture (Skokie, Ill.: National Textbook Company, 1976), 94.

6. Jan Carlile, Riding the Metro: a self-instructional unit, Foreign Language Annals 10 (February 1977), 57-74.
Jan Carlile, Vous désirez: a self-instructional unit, Foreign Language Annals 9 (September 1976), 311-29. Both of these items are available from the ACTFL Materials Center, 2 Park Avenue, New York, NY 10016.

7. Martha Kirchner, Andere Länder, andere Sitten!: a self-instructional unit, Foreign Language Annals 10 (September 1977), 383-402. Available from ACTFL Materials Center.

8. Judith C. Witte, Das Einkaufen fürs Abendbrot and Susan Hunt-Smith, William K. Blaisdell and Esther C. Stockdreher, Der Apfel fällt nicht weit vom Baum. Available from Lorraine A. Strasheim (see Note #4 for address).

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[1]Documents identified by an ED number may be read on microfiche at an ERIC library collection or ordered from the ERIC Document Reproduction Service, P.O. Box 190, Arlington, VA 22210.

9. Rebecca M. Valette, Modern language testing, 2nd ed. (New York: Harcourt Brace Jovanovich, 1977).

10. *Market: a simulation game* (Westchester, Ill.: Benefic Press, 1971).

11. The French and Spanish versions of this game are found in Games for the foreign language classroom, available from the ACTFL Materials Center.

12. Robert C. Lafayette, Coping with innovative overchoice: a curriculum model, Foreign Language Annals 11 (May 1978), 247-56.

13. Goals clarification: curriculum, teaching, evaluation, ed. Warren C. Born, 1975 Northeast Conference Report (Montpelier, Vt.: Northeast Conference, 1975).

14. George Winkler, Unsere Freunde (New York: Harcourt Brace Jovanovich, 1978).

15. J. Doyle Casteel and Miriam Williford, Planning cross-cultural lessons: specifications for the design of thirty-three learning activities (Gainesville, Fla.: Latin American Studies Association, 1976). ED 129 679.

16. Mary H. Jackson, Manual de correspondencia española (Skokie, Ill.: National Textbook Company, 1973).

17. Raymond Lichet, Ecrire à tout le monde (Paris: Librairie Hachette, 1971).

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